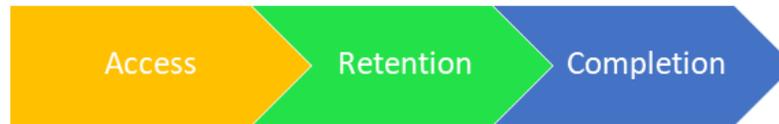


Student Services Comprehensive Program Review 2020-21

Framework for Student Services



New for Program Review in 2020-21:

- *Impact of COVID-19: Prompts related to the impact of COVID are in italics*
- Equity considerations: Prompts related to equity are underlined

PROGRAM OVERVIEW AND DATA REVIEW & REFLECTION

MISSION

★ **Did you already start your PR in 2019-20?** If so, you can copy and paste your answer to the prompt, “**Describe how your program aligns with the institutional mission and any changes needed**” below in this box.

★ **New to PR in 2020-21?** **Describe how your program aligns with the institutional mission and plans** (College Mission Statement, Education Master Plan, Student Equity Plan, Guided Pathways (four pillars), etc.)

Type your response here:

International Program services align with the institutional mission by fostering educational programs that provide international students with access to MPC and contribute toward the diversity of the MPC community. As it aligns with the Education Master Plan, through international services students are exposed to the broad educational opportunities available to support them as they reach their goals. International students are able to pursue transfer, career training, basic skills, and lifelong learning opportunities while engaging in social and personal enrichment activities.

ACCESS

★ **Did you already start your PR in 2019-20?** You can copy & paste your answers to the prompts, “**Review data on access & success. What are the interesting/key findings?**” and “**Describe your program access in terms of day/time, location, modality, etc**” below in this box. Please also consider addressing the prompts related to *COVID* and Equity, below.

★ **New to PR in 2020-21?** [See the prompts below](#)

Who are you serving? Are there particular groups of students you are not reaching? *How has the shift to remote student support impacted who you serve?*

Data to consider: student demographics for your program vs. MPC overall, community demographics, HS graduates,

What services are available to students and to what extent? *The shift to remote student support has impacted your students’ access in terms of day/time, location, and modality. What might your services look like (in terms of day/time, location, and modality) after we shift back to face-to-face support?* How will the shift back to face-to-face support provide equitable opportunities for access, retention, and completion?

Data to consider: List of services available, how services are delivered, hours of operation, login records, usage records, grades for students who participate in services, number of contacts per student, average time per student, student satisfaction, student narratives, data dashboards

While there is not a data dashboard available for f-1 international students, program data indicates that electronic communication has eliminated barriers to receiving access to program information and support services. Covid-19 has negatively impacted success rates for this academic year as evidenced by an increase in students who are out-of-status and are placed on academic contracts.

For program access, students have access to a DSO every day of the week as the program coordinator is available M-F 8-5 and the counselor is available for 10 hours or as needed. Counseling services include creating education plans, establishing employment opportunities, creating I-20s, providing transfer assistance, and monitoring of academic performance contracts.

Program services include monitoring health insurance, managing applications to the program, assisting with onboarding new students, tracking and collecting relevant data, and assisting with other identified needs.

Shifting back to face to face support will provide equitable opportunities by allowing international students to make connections with staff, their peers, and the campus community. As a small program, ISP staff is able to directly assist students with registration, playing fees, ordering books, and other needs in order to ensure they are prepared for the semester.

STUDENT SUCCESS (RETENTION & COMPLETION) AND OUTCOMES

★ **Did you already start your PR in 2019-20?** You can copy & paste from the prompts, “Review your SAOs--are you seeing your expected outcomes? What are the key findings?” and “Review data on access & success. What are the interesting/key findings?” and “Are there barriers to student success? If so, what?” below in this box. Please also consider addressing the prompts related to *COVID* and Equity, below.

★ **New to PR in 2020-21?** **What is your program trying to achieve? Are students achieving the expected outcomes?** *How has the transition to online student support affected attainment of SAOs for your area? What were some of the challenges students experienced? Are there any groups of students that are struggling with achieving those outcomes? How did you shift your practices during this pandemic to help students achieve the SAOs and what were the results? Did these efforts help students who were disproportionately impacted and, if so, how?*

Data to consider: technology platforms and how they are utilized (SARS, ZOHO, Freshdesk, etc.),

SAO: We provide RICH services, regardless of location or means of delivery, and students will be informed, engaged, and connected with the campus community.

We are seeing the expected outcome as students are informed and engaged with the ISP office regardless of location or means of delivery. Students directly rely on staying in communication with ISP staff in order to remain compliant with their visa status and updated on school and campus decisions. Based on survey results, key findings demonstrate that students have relied on email, phone, and virtual appointments to communicate to and receive communications from ISP staff. Students want more opportunities to receive in-person services and have a student space for connectivity and student support. Additionally, a majority of services offered are academic despite international students having a high need for personal counseling and advising.

The International program encourages students from other countries to pursue a U.S. education and supports them as they complete their 2-year program. We offer comprehensive support in meeting the specific needs of f-1 students. Student goals include obtaining a 2-year associate degree and either gaining employment or transferring to a 4-year university. Data demonstrates that students are achieving the expected outcomes. They are completing their program either within the expected 2-year completion timeline or by requesting an extension. Students become increasingly independent as they schedule their own counseling appointments, reach out for academic and personal support when needed, and seek out employment and transfer opportunities. Having peer-to-peer interactions by having student ambassadors(s) will allow the program to reach students and the public through a different lens and foster community. Switching the paper-based application to be offered online through CCCApply increases access for prospective students.

PROGRAM HEALTH AND RESOURCES

★ **Did you already start your PR in 2019-20?** If so, you can copy and paste your answer to the prompt, “**Describe your program health in terms of students served and staffing**” below in this box. Please also consider addressing the prompts related to *COVID* and Equity, below.

★ **New to PR in 2020-21?** **What are the resources (staffing, technology, facilities, budget, etc.) available for your program to support students? To what extent do the available resources address students’ needs? Are there particular groups of students whose needs are not met with available resources? How have the resources available for your program been impacted by the shift to remote student support? How might the resources look after we return to face-to-face support?**

Data to consider: Staffing, connectivity/computer access, FTEF/students, professional development opportunities & participation,

International students receive some access to resources that general students receive, such as Chromebook check-out, ASMPC food distribution, and limited scholarship opportunities. Specific to the international program, students have access to one full time program coordinator and one part-time counselor (10 hours/week). The ISP office offers students a small space to connect with staff, but limited opportunities to connect with peers or have access to technology. Budgeting is approved when requested, especially for professional development opportunities; however, there is no set budget for the international student program.

With the lack of housing and financial support, the available resources address students’ basic academic needs. For high-achieving and capable students, our limited resources we provide are sufficient, but for students who have higher needs, resources are lacking.

COLLABORATIONS

★ **This was not in the PR for 2019-20**

★ **New prompt for everyone:** **What are some salient relationships or collaborations between your area and another area (department, committee, off-campus organization or Local Educational Agency (LEA)? In what ways do these relationships or collaborations support students, particularly historically underrepresented or marginalized groups of students? How has the shift to remote student support affected these relationships/collaborations? How might these relationships/collaborations look after we shift back to face-to-face student support?**

The ISP office collaborates with many other departments (Fiscal, Admissions & Records, Athletics, Public Relations), universities (CSUMB, Cabrillo & MIIS), and organizations (NAFSA, United Way, Lewermark Insurance).

INTERNAL/EXTERNAL INFLUENCES

★ **Did you already start your PR in 2019-20?** If so, you can copy and paste your answer to the prompt, “**Note any internal or external factors that affect your program**” below in this box. Please also consider addressing the prompt related to Equity, below.

★ **New to PR in 2020-21?** **Note any internal and/or external factors (not already addressed above) that affect your program.** Do these factors disproportionately affect any particular groups of students?

Internal factors that affect the International Student Program include newly implemented virtual onboarding practices. Additionally, SEVIS approved electronic I-20s and the ISP office accepted electronic applications (except for official transcripts and English Proficiency scores). Also, due to updated practices from SEVIS, some students remained in their home country for the duration of the semester and/or academic year.

External factors that affect the International Student Program include students not being able to travel due to covid-19. Also, ICE & SEVIS policies impacted student attendance requirements (impacted by all online classes) and imposed specific travel bans for certain countries. Students could not make payments to Fiscal in-person, which delayed registration outcomes for students. Student athletes were not able to participate in their sport and an athletic coach left mid-year which impacted new and current students leaving MPC to play that sport elsewhere. Lastly, there was an increase in the cost of living in Monterey County and students struggled to find housing.

PROGRAM HIGHLIGHTS/SUCSESSES

★ **Did you already start your PR in 2019-20?** If so, you can copy and paste your answer to the prompt, “**Briefly describe any program highlights and success stories**” below in this box. Please also consider addressing the prompt related to Equity, below.

★ **New to PR in 2020-21?** **Briefly describe any program or department highlights and/or successes.** In what ways do these successes foster and support diversity and inclusion?

The ISP office collaborated with CSUMB for outreach and recruitment opportunities and an ISP outreach presentation was created to be shared with other colleges and used at future recruitment fairs. ISP staff created multiple surveys to gauge student needs during the covid-19 pandemic and offered services accordingly. For example, the ISP office offered virtual office hours to engage students based on their identified personal and social-emotional needs.

ADDITIONAL INFORMATION FROM 2019-20 TEMPLATE

★ **Did you already start your PR in 2019-20?** You can copy & paste from the prompts, **“Describe any updates to your program (e.g., change in hours or how services are delivered, staffing changes)”** and **“Review other data relevant to your program. What are the interesting/key findings?”** and **“What are you still curious about? What would you like to investigate further?”** below in this box.

Services were delivered primarily virtually, including accepting admissions applications, delivering I-20s, onboarding new students, offering counseling via phone, zoom or google chat, and signing for travel.

Due to covid-19, fewer students applied to the program which caused enrollment numbers to decrease. As an already small program and with students completing their program, the program is looking to increase enrollment and recruitment opportunities.

Due to the abrupt departure of an athletic coach who recruited a significant number of athletes, enrollment was impacted as those students decided to leave MPC or pursue other colleges.

We are still curious about if there are more accessible programs to allow students to meet the English Proficiency requirement (Ex. Duolingo)? Also, how does using WhatsApp create increased opportunities to connect with and enable stronger communication with prospective students?